

*the* **H** *Magazine for the Christian Home*  
**Hearthstone**

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**Joy for the Choosing!—*Juanita Purvis Shacklett***  
**I've Stopped Taking My Family to Church—*Eino H. Johnson***

**MARCH, 1959 - 25c**



# The **H** Magazine for the Christian Home Hearthstone

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### Attitudes Show!

Basic to our reaction to life is the way we feel toward it. Sometimes we know how we feel and how we would like to feel, but many times in actual practice attitudes that we had realized we possessed control our daily actions. This is certainly an area for wholesome development and control in family living. One way to begin is with ourselves and with our sons and daughters. Attitudes are on display especially, as parents observe the children mimicking their elders through words and actions. Sometimes it is disconcerting but rather rewarding to observe one's youngster imitate mom or dad. Needless to say you see a new picture of yourself and your attitude toward life and you see your child accepting this as his own attitude. Readily you discover the importance of your influence and wonder how to influence your children in a positive way. Juanita Purvis Shacklett comes to parents' aid in this article through specific suggestions in the article "Joy for the Choosing!"

**In This Issue.** Eino H. Johnson shocks churchgoers with the title of his article, "I've Stopped Taking My Family to Church." To keep from revealing the mystery of the title, the content will not be discussed here, but the author has a point!

Because of the selfish tendency of people it is easy for persons to fall into the error of wanting to only receive love from marriage. Not enough emphasis is given to *giving* love. This is where the quality of grace must come into the picture. Couples creating a new home or couples well established, homelife can receive help from the article "Grace in Marriage" by James B. Ashbrook.

Your son or daughter may be entering the ninth grade this fall. It is not too soon to discuss college attendance and preparation for college. But, before you do, be sure to read the article, "The Question of College," written by the High School Principal, Robert M. Young.

Many families are faced with serious mental, emotional, and spiritual struggles when tragedy strikes. A son develops an incurable illness, a husband has a fatal heart attack, a wife becomes invalid. The attitude toward the crisis becomes significant. Mrs. Bruce Nichols tells of her experience in facing tragedy in "Lo! The Winter Is Past."

**Coming Next Month.** A Child Grows—And Chooses; Drills or Frills; and God Answered My Prayers.

Until then,

E. C.



# Joy for the Choosing!

A new baby! A new life! What measurable and indescribable joy new parents feel as they look at the small new arrival—the child whom they have helped to bring to being! Their feeling of joy is mingled with it a deep sense

of responsibility and protection. Such a small and helpless being is dependent on parents for the care and protection that are necessary for survival and for a happy life. Parents recognize this fact most when they look at their own

young baby.

"He looks so small and helpless. I do so much hope that life is good to him and that he lives a happy and worthwhile life," says the young mother.

"Yes," agrees the father, "the

by Juanita Purvis Shacklett

photo by D. Richard Statile

When after the new baby is born, the mother is saying, "He looks so small and helpless. I do so much hope that life is good to him and that he lives a happy and worthwhile life." "Yes," agrees the father, "the world can be hard and cruel. We must help him to know the joy of living."





world can be hard and cruel. We must help him to know the joy of living."

Not in these exact words, but in the same spirit of these words, almost every young couple—Christian parents—pledge themselves to help their child grow into the life abundant.

Life abundant for the child is dependent upon many influences and factors. One of the most im-

portant factors is the child's own ability to make choices and decisions. Usually the development of his ability to make right decisions is related directly to the guidance and influence of his parents.

Wise and conscientious parents, then, will take an evaluative look at themselves as they begin to guide their own child or children in developing their ability to make

right choices. Here are a few statements and ideas for such parents to consider.

Children learn early and quickly to interpret their parents' attitudes. What parent has not been amazed as he observed the response of his own baby to the tone of voice used in speaking to him, though the baby was only a few weeks or a few months old? What parent has not been surprised

### Here are some ways parents can convey attitudes and convictions to their children

photo by Harold M. Lambert



at the keen perception of his five-, four-, or even three-year-old child in detecting insincerity or indecisiveness in an adult? If you want to see yourself in miniature someday, visit unobserved by your child at play in a housekeeping situation. Listen to the conversation. It may be a very revealing experience for you. Your children are constantly observing their parents and learning from them. They try to be like their parents—and usually succeed—at least in assuming the attitudes, words, and actions of their parents.

Because it is near Easter, let us consider what our attitudes,

The child needs guidance and encouragement in taking steps. Also, he needs guidance in making right choices. He must experience the outcome of his choices, to judge for himself. Parents can give guidance so that he can know the real joy in making the right choices.



Christian parents, are toward this son. What kind of attitudes are we "passing on" to the children in our home? Perhaps these questions can help us: Is Easter time of joy for us? If so, why? Because it is a symbol of spring? Because it is a kind of vacation time? Because it is a special day in the church year? Because it is a time for increased business, especially if we are in the field merchandising? Because it is a way to commemorate our hope and faith as Christians in Jesus Christ our living Lord?

What is our attitude toward new things at Easter? Are they important to us because we want to be as well, or better, dressed than others in our circle of friends, or those attending church on Easter Sunday? Are they significant of the freshness of spring and the joy of the new? Are they needed and therefore naturally purchased and worn first on Easter Sunday?

What is our attitude toward the Easter bunny? Is he a fictional character created to bring happy surprises to children? Does he belong completely to the commercial world, or does he have a place in the Easter observances of the Christian family? If so, how?

What is our attitude toward new life in spring? Is it something we take for granted and in the busyness of our complex life and responsibilities we fail to observe? Is it a source of constant joy and wonder as we watch new life all around us—in the grass, flowers, trees, birds, animals and other living things?

Whatever our answers to these questions, we can be sure of one thing: our answers, as we live them day by day, are influencing the attitudes of our children in connection with these same subjects, for parents convey their attitudes and convictions to their children, sometimes consciously, sometimes unconsciously.

Consciously, there are many ways we can convey the attitudes and convictions we feel are important to the growth and development of the ideas, attitudes, and

convictions of our children. Through our conversation, through our planning in our home, through our participation and interest in the church activities, through our own family worship and daily living we can help our children to see that Easter is an important time of the year for us as Christians. Here are some simple suggestions:

*Enjoy new life in spring.* Use your eyes, ears, and other senses to enjoy the coming of new life in the spring. Take the time to share such experiences with your family. As together you watch the growth, the budding and the flowering of bulbs, for instance, you may voice for yourself and for your child the feeling of wonder at the eternal miracle of life. How natural to express gratefulness to God for his marvelous creation at such a time. The sheer joy of observing the beauty of nature is yours for the choosing.

*Enjoy music.* Easter music is beautiful. There are short, simple, and childlike Easter carols in the hymnals or songbooks the children use at church school. Sometimes one is included in the pupil's reading book that is a part of the regular church school materials. There are lovely Easter hymns in the adult hymnals. And, of course, there are magnificent oratorios and anthems. At home, singing the carols or hymns from both the children's and the adult's books, can be an enriching and memorable experience. Listening to records of anthems and oratorios also can be a wonderful family experience. Going as a family to a concert or to a special program of music at the church is still another way to say to your child, without putting it into words, "Easter is important; there should be joy at Easter; the joy of Easter music is yours for the choosing."

*Plan to share joy.* In every community, there are persons who are shut-in or who are experiencing sorrow, neglect, or loneliness. Think of such persons and plan together as a family some

Easter surprise or some way to share your own feeling of joy at Easter with these persons. The fact that you remembered or thought of him usually means more than the monetary value of the gift or surprise to such a person. The value for your child comes as he sees that other people are important to you. There is joy in being thoughtful and in making other people happy. Such joy is yours for the choosing.

*Enrich your family worship.* Keep periods of family worship the kinds of time that children, as well as the adult members of the family, will look forward to. Include stories, songs, verses of scripture, and Bible readings with which the children are familiar. Plan the periods together so that the children have an opportunity to contribute their ideas and suggestions. Build on the experiences your children are having in the church school. If your child is at the age or in a class that is considering church membership, for example, prepare yourself for giving guidance. This can be done by thinking through your own attitude toward church membership, by becoming familiar with the materials and information your child is studying at church school or in a pastor's class, by talking with your pastor if you have questions you need answered, by encouraging your child to ask questions and to talk freely about his thoughts and feelings. There is joy in family worship. There is joy in church membership. Both joys are yours for the choosing.

What does all of this have to do with helping your child to make choices? As you yourself make choices, you are setting an example for your children. But if your child is to learn to make the best choices, he must have more than your example, however good that may be. He must have the experience of making choices, seeing and accepting the outcomes of those choices, both good and poor, for himself. Allow your child to make as many choices as possible, as early as possible, but guide him so that he may know real joy for the choosing.



# I've Stopped Taking My Family to Church

My fourteen-year-old daughter's face registered hurt and disappointment as she entered my study. "You didn't stay," she said accusingly. "You told me

you'd stay for our special program, but you didn't."

"Well," I replied lamely, "I did mean to, but I remembered this magazine article I'm writing.

Got to get it finished and into the mails, or it will be too late for any editor to buy for his Christmas issue. It deals with how Christmas customs originated, you

*photo by erb*



One day, my daughter, Fran, cornered me in the study. "You didn't stay," she said accusingly. "You told me you'd stay for our special program, but you didn't."

by Eino H. Johnson

photo by erb

and that sort of seasonal material just won't wait."

"When I get married and have children I'll see to it that their mother comes to church with us," Fran murmured resentfully. "Our Sunday school teacher said that's what parents should do—go to church with their children, not just take them there."

I looked into her tear-bright eyes, and my heart contracted in sudden tenderness. Then a hot sense of shame spread through me. She has a right to feel hurt and disappointed, I thought. Taking her to church—that's just what we've been doing lately.

"I'm sorry, honey," I told her. "I did intend to stay with Mom, but—well, a writer just can't let seasonal material wait. If I failed to attend church just because I wanted to play golf or something, it would be different. But my writing, well, it's my way of earning money so that I can give you what your mother the things you need and want."

"But, Daddy," Fran protested, "I don't want—"

Fran's protest remained unfinished as her mother walked into the room.

My wife glanced first at me, then at Fran, then at the typewriter behind which I sat. "What are you two up to?" she asked curiously.

"Oh, Fran's fussing because I didn't attend church services today," I told her. "I've tried to explain why I couldn't, but she doesn't seem to understand."

"But, Mom," Fran began, "he hardly ever—"

"Hush, Fran," my wife ordered. "I won't have any fussing in this house, especially not on



Sunday after Sunday I took my family to church. Mrs. Johnson and Fran alighted from the car, waved, and away I drove, hurrying to get an article done before the deadline.

Sunday. You go set the dining table now. I want to talk to your father a minute."

Fran obediently left the room.

"Now, dear," my wife said, "it's time we had a heart-to-heart talk about this problem. You've scarcely attended church at all during the past six months, you know."

"But I've explained a thousand times," I protested.

"Alibied, you mean," my wife retorted, smiling to take the sting out of her words. "Oh, sure, you give money to the church, but don't you see that's not enough? It isn't just a case of the church needing you, dear; you need the

church, too, and you're missing out on a lot of Christian fellowship and spiritual food when you fail to attend the services regularly."

In my heart I knew my wife was right. I *did* need Christian fellowship with other church members, and I needed to worship in God's house, for I was growing spiritually cold without these things. And regardless of how I tried to justify my absence from worship services, I knew I was doing wrong. Yet, it was so easy to find excuses for not attending church—once I had fallen into the habit of doing so.

(Continued on page 30)



When I heard Bill's latchkey in the door that Saturday noon I rushed out of the kitchen with the baby's bottle in one hand and a tablespoon in the other.

"It's about time!" I exploded. "I've been watching for you. Bubba's at the playground . . . I'm afraid he's been hurt. And this new formula . . . The stuff curdled . . . And I used all the milk. Chuckie's at your mother's . . . You'll have to go after him."

Bill looked at me with that queer, silent look I'd seen so often lately. I expected him to take me in his arms and ask me what had become of the cool, serene, unruffled girl he had married five years ago. He didn't. He only stared at me, but I noticed that a slow tenderness replaced the lines in his face.

"What's happened, Honey?"

I could feel the hot lump in my throat. "What's happened?" I choked. "I just told you. The boys are gone. You'll have to go after them. And it's

time for Cindy's feeding. She'll start screaming a minute now, and there's no milk."

I stamped my foot so hard it hurt—I was throbbing up inside with exasperation. Wasting all this time and work and milk, on a new formula.

"Take it easy, Janet," Bill said, checking his watch. "I'll get more milk. I can pick up Chuck on the way. You want me to go after Bubba first?"

"Yes, Bill, hurry! Bubba likes to climb on the thing he calls the monkey bar. Someday he is going to fall . . ."

Bill crossed the street to the playground, called Bubba, and led him into the house. Then he got the car and drove off to get Chuckie and the milk. When he walked into the dining room a little later, he snatched the milk and began feverishly to mix the baby's regular formula. She was in the living room beginning to whimper, and I can't bear to hear her cry.

Bill took Chuckie to the bathroom. When the

illustration by Fred Gohman





ne downstairs I was giving Cindy her bottle. I  
iced, with fleeting relief, that our lively little boy  
s shining clean and smiling—a combination that  
I become rare lately.

“Anything else I can do?” Bill said, standing in  
e doorway.

“The table,” I said nervously. “Set the table,  
l. If there aren’t enough clean spoons you’ll  
ve to wash some. I wasted so much time on that  
y old formula . . .”

“You’re going to blow a gasket if you don’t slow  
wn,” Bill said, turning to set the table.

At that moment I remembered the fish pond. I  
ped up with Cindy in my arms and waved the  
tle at Bill. “The fish pond!” I shrieked.  
Turry, Bill. I left the cover off and Bubba’s out  
ere. He’ll fall in!” I followed Bill through the  
ehen, almost afraid to look out the back window  
ward the pond.

Bubba was playing in the sandbox—nowhere near

That afternoon, while Bill was mowing the lawn  
and puttering around the place I watched his tired,  
dejected movements. And it came to me with a  
slow certainty that something had to be done to ease  
the tension in our home. Bill must have been think-  
ing the same thing because that evening, after the  
children had been fed and put to bed, he put his arm  
around me and told me he thought I needed a  
vacation.

“You’re tired, Honey,” he said, holding me close.  
“Three babies to look after, and all the housework.  
You need a rest. Why not go to your mother’s for a  
week? Right now. Tonight. There’s nothing press-  
ing at the office right at this time. I can take the  
week off and run things here at home. The change  
would help me, too.”

My folks live in a small town only forty miles from  
the big southern city where Bill and I live. Trans-  
portation is never a problem, because the bus service  
is excellent. And of course if anything should hap-

## A LITTLE MORE Stillness

by Julia Collier

e pond. Bill put the cover on the fish pond and  
led Bubba to come in the house. He set the table,  
ured milk for the boys, and made coffee. Watch-  
g him from where I had settled down with Cindy,  
noticed the droop of his broad shoulders. I winced  
ittle, and sighed.

My husband is a lawyer and a successful one. No-  
dy knows better than I what a lot of hard work  
d planning and effort it took to get to where Bill  
at twenty-nine. A question I didn’t like kept  
gging at my brain. Does Bill get the relaxation  
d peace at home that a man is entitled to?

All to myself I knew he did not. And it was  
tirely my fault. Why was I so wound up I never  
ve my husband a moment’s rest? Women have  
en raising babies and running homes since the  
ginning of time. Why did I think I was so dif-  
erent, had it so much harder than anyone else? Is  
ing a mother and a homemaker any reason for  
orking yourself into a nervous wreck? Giving your  
usband ulcers?

pen at home I could be there in an hour or so.

But at first I could not see leaving my babies. I  
shook my head and said emphatically, “No!” But  
Bill urged me, and I must admit the thought of a  
rest was tempting. When he said he’d get his mother  
to stay with him and the children, I gave in.

When we had finished the dishes I packed my bag.  
On the way to the bus station we didn’t talk much.  
I was too utterly tired. Bill assured me several times,  
with a sort of strained cheerfulness, that everything  
would be just dandy.

“Think of it this way, Honey,” he murmured,  
settling me on the bus, “this will be a lark for me,  
too.”

Secretly, I was afraid I would explode. So Bill  
thought looking after three babies would be a lark!  
He’d find out.

It seemed the bus had never traveled so slowly,  
but eventually it stopped around the corner from my  
parents’ home. I walked the half block carrying my  
case. As I climbed the steps Mother opened the door.



The look of surprise I was expecting was not there.

"Bill called," she said, after she greeted me warmly with a kiss.

"What's wrong?" I gasped, letting the suitcase drop with a thud.

"Oh, not a thing." Mother's voice was calm. "Bill just wanted us to know you were coming. Said you needed a rest. You're not to worry about a thing, he said."

Father was in the living room reading the paper. He came slowly forward, looking over his glasses, and said, "I wish you'd brought Cindy with you. She's mighty little to be left."

I reached and kissed him on the cheek, but I felt a strange resentment boiling up inside me. "I had to get away—away from all of them," I said, and broke off suddenly to hide the quiver in my voice.

Upstairs when mother was helping me unpack I suddenly couldn't hold back another minute. I dropped down on the bed and began to cry. "I'm so sick of everything," I sobbed, feeling Mother's warm arms around me.

"You're tired, Janet," Mother soothed. "You get into bed now. I'll help you undress."

When I was settled in bed Mother went downstairs. Soon she was back again with a tray. When I caught a whiff of that delicious hot chocolate and saw those yummy walnut cookies, still warm from the oven, I felt as hungry as I used to be at ten.

The next morning I slept late. When I waked I could hear my parents hurrying around getting ready for church. Mother tapped on my door when they were ready, then breezed in, smelling faintly of something as fresh and sweet as spring flowers. She sat on my bed a moment.

"I can just see Bill now," she said gaily, pulling on her gloves, "giving the children their breakfast."

I felt a lump tighten in my throat. I could see the picture, too. Bill trying to settle baby Cindy in her chair. Giving her the bottle. Very likely Chuckie was pounding on the table with a spoon. And I could almost hear him yell, "I don't want this scrambled egg. I want it boiled!"

"Bill will be all right," Mother said placidly. "He's having the time of his life." She gave me a pat on the cheek and hurried downstairs.

After I heard them drive off to church I got out of bed, still thinking about Bill and the children. I went over to the window. There in the yard was the big oak, just as I had remembered it, with long festoons of gray-green moss hanging still and beautiful and quiet in the early morning sun.

I knelt at the window and looked up into the old tree as I had done many times when I was little. The huge branches spreading overhead. So quiet, so unmoved, so secure—so everlasting. Not a leaf stirred. Not a wisp of moss moved. Nothing but a massive, powerful stillness.

In that moment there came from somewhere in my memory those wonderfully soothing words, "Be still and know that I am God."

I knelt there, drawing strength from those words until I heard my parents come home from church. Then I rose and dressed—feeling like a different person. At the dinner table I told the folks I was so rested I thought I'd take the four o'clock bus home. They didn't seem surprised. And they didn't urge me to stay.

When the time came Father got out the car and the three of us drove across town to the terminal. My bus was waiting. The driver took my suitcase and went up the steps.

"Just try to take things a little easier, dear," Mother said when she kissed me. I think I smiled.

It was dusk when I walked up the path at home carrying my bag. The place seemed quiet. I opened the unlocked door and looked in. I could hear the familiar hum of the refrigerator out in the kitchen. When I stepped to the door of the living room Bill and mother rose from the big chair, closing the book she had been reading.

"Oh?" she said, quietly. "The children are asleep, and Bill went out for a walk. Did something happen, Janet?"

I set my suitcase down and kissed my mother-in-law. "No, Mother Downs. Nothing happened. It's just that I couldn't stay away from home any longer." I laughed and began to take off my hat and coat. My mother-in-law laughed, too, in her usual understanding way.

A half hour later the children were up and dressed. Bill's mother had gone. I was sitting on the couch, flanked by our two radiant boys. Cindy lay in my lap, smacking at her bottle. Finally I heard the sound I had been waiting for—Bill's step on the walk. He flung the door wide, gulped, then crossed the room and stooped over to kiss me.

"Anything wrong?" he asked.

I shook my head. "It's just that I'm rested, Bill."

"Well, you sure rest fast, Honey," he laughed. He was trying to be casual, but I could see joy mingled with the surprise in his eyes.

As soon as I thought I could manage the words I said, "It's like you've told me, Bill. I've been too wound up. I haven't taken time to be still inside. But that's changed now. I think it was the quiet old tree, and the words that came to me, "Be still and know . . ."

My voice broke there. Dimly I could see Bill shaking his head. "I guess you know what you're talking about, Honey, but I don't."

He sat down beside me and I felt his arm tighten around me. Maybe what I'd said didn't make sense the way I said it. But it was very clear to me. And I had needed was a little more stillness inside.



Marriage is the most hazardous of all personal encounters. More than any other relationship, it is capable of tremendous heights and tremendous depths. It can bring the greatest happiness: an overflow of emotion, a depth of feeling, a meeting of spirits that seldom, if ever, be duplicated. On the other hand, it can bring the greatest misery: a deadening emotion, an estrangement of spirit, a wellspring of disappointment and bitterness that can seldom, if ever, be matched.

Yes, the relationship of marriage is fraught with the possibility for the greatest and more misery than any other relation of life. For that reason it can bring us closer to the heart of the human condition than any other experience. The Biblical writers saw in marriage encounter the closest and clearest analogy to the divine-human encounter. What is basic to it is basic to life, just as what is basic to life is basic to it. Foremost in the minds of all of us is the experience of being loved. That is what each of us wants and that each of us needs. Apart from love we are nothing. It is only as we receive unqualified love, love in spite of any unworthiness in us, it is only then that we become capable of loving.

John tells us that we love, not because God first loved us. We see this vividly in the growth of a newborn baby. As he is responded to by the parents, as he is loved through all the night wakings and hungry wailings, he begins to come alive. He responds because he has first been loved. The chasm of isolation narrows because someone takes the initiative, someone makes a move, someone reaches out for him even before he can reach out to them.

In this experience of being responded to before we can respond, we know the grace of God. Grace is a term pointing to the most profound experience of life, but it is a term which has lost its power to inspire us. Think of it, therefore, as God coming to us even before we go to him. Think of it as his accepting us even though we are



photo by erb

Husband and wife can create their own environment. Ways of being acceptable, of accepting; of being loved, of loving; can be developed.

# GRACE IN MARRIAGE

by James B. Ashbrook



**There comes a point in life where marriage partners grow in grace, or else shrivel as persons. Each must take the active responsibility of loving and not simply the passive attitude of being loved.**

unacceptable. Think of it as his treating us as worthy even though we feel and know ourselves to be unworthy of unqualified respect.

It is this experience of divine grace which is at the heart of every true marriage. The partner is loved for himself or herself alone. When a couple stands at the altar and are asked, "Wilt thou take this person to be thy wedded partner?" what would we say of the love of one for the other if they answered, "I will on condition that an unforeseen tragedy does not arise. I will on condition the demands do not interfere with my freedom. I will on condition conflict and disagreement do not upset me too much. I will on condition everything goes the way I want it to go." Of such an affirmation of love, we would have to conclude it is sheer selfishness. When human love reflects divine love, there is acceptance in spite of disappointment. When human grace reflects divine grace, there is response in spite of conflict. Love sets no limits!

Grace in marriage is the cement that binds two people so closely together that the differences, the estrangements, and the barriers are overcome. Grace in marriage is being loved for one's self alone, being loved for what one is and not only for what one does, being loved as a whole person with strengths and weaknesses, with loves and hates, with expectations fulfilled and expectations unfulfilled. Grace in marriage is the recognition that hurting and being hurt, that misunderstanding and being misunderstood, that drawing away from the other and being drawn away from, are inevitable, but they are not decisive. The decisive experience is that of acceptance and grace and love in spite of any and every estrangement.

Grace, however, is only one side of the coin. Being loved is only

one aspect of the relationship, whether in our relationship with God or in the marriage relationship. If we are accepted, then we strive to be acceptable. If we are loved, then we seek to be loving. The circuit of the divine-human encounter or the husband-wife encounter is only completed when each responds in kind. In the first instance we are the receiver. In the second instance we are the giver.

It is easy passively to sit back and feel that God or the marriage partner carries the full load of responsibility. In that case the love and acceptance has not penetrated our egocentric iron curtain. For when it does, our response is wanting to return that which we have received. Just as a baby comes alive, smiles, wriggles, giggles in response, so we come alive, we love, we accept in response. By the time a person is ready to embark on the venture of marriage he is at a point where he can create to some degree his own environment. It is not simply something that is created for him.

A wife had become unhappy because of constant bickering with her husband. He seemed to her to be very irritable and unreasonable. When reminded that everybody needs affection to be happy, she realized he was not getting love. What would happen, she was asked, if when he dragged in grouchy from work, she would put her arms around him and give him a great big kiss. "He'd look at me and say, 'Now what do you want?'" And what would he say if she looked him in the eyes and said, "I don't want anything but to love you and to be loved by you." Tears came to her eyes. "I don't think I could say it," she replied.

For days she tried to bring herself to the point of doing it. But the inner resentment, the inner resistance to breaking through the

invisible barriers prevented her. Finally, she did it. She concentrated on loving instead of simply being loved, on giving instead of simply receiving.

The barriers came down—little. They began talking as they hadn't in months. They began to find that both of them had been misunderstood and misunderstanding. They had been reacting on the basis of inner hurt, which had been covered up and allowed to fester until it had almost become cancerous. As they talked, the chasm closed between them. The next morning as he left for work he came back to the kitchen and gave her a big hug and kiss. It was the first time he had done that in weeks!<sup>1</sup>

There comes a point in the life of each of us when we begin to create the atmosphere in which we live and not merely have it created for us. There comes a point where we grow in grace, or else shrivel as persons. We take upon ourselves the active responsibility of loving and not simply the passive attitude of being loved. In that moment we take the initiative. We recognize the invisible walls of antagonism that grow up between us. We acknowledge our own part in their presence, but we refuse to let them continue. We take steps to break through to meet the other person in his isolation and so, overcome our own isolation. We deepen our ability to accept. In short, we love even as we ourselves have been loved of God.

Paul describes the human experience of brokenness and the divine response in this way: While we were yet sinners, while we were yet unworthy, Christ died for us. When we reflect that grace and that love in our homes, then truly the everlasting has become a part of the everyday.

<sup>1</sup>Public Affairs Pamphlet No. 16 "So You Think It's Love!" p. 10-12.





photo by A. Devaney, Inc.

# The Question of College

by Robert M. Young

Parents need to be ready to counsel with their sons and daughters concerning the advisability of attending college. The accompanying article discloses some of the many factors which should be considered before decisions are made.

A generation ago the elementary school was regarded as the common school where American boys and girls could acquire the basic skills of reading, writing, and number work which would equip them efficiently to handle most of the jobs of that day. However, as industry and the world of business have become more complex, and as both the Federal government and the states have adopted minimum age laws for employment, there has developed today an extension of the common school through the high school grades. Virtually every elementary school graduate today enters high school, and more than fifty per cent of those who enter ultimately graduate. Moreover, many feel a need for even more education, and the question raised in an ever-increasing number of American homes is, "Shall our son or daughter go to college?"

I cannot agree with those who feel that college training will ultimately be regarded as a further natural extension of the common school experience. Most high school graduates are seventeen or eighteen years of age. They are old enough and mature enough to work. They are old enough for the Armed Services, and in increasing numbers they feel that they are old enough for marriage and the beginning of family responsibilities. They have now spent some twelve or thirteen years in the classroom, and large numbers of them are not interested in additional

full-time formal education. Both adult educational opportunities and on-the-job training will enable them to pick up certain special skills that they may need in their work.

In many thousands of other homes, however, teenagers and their parents are discussing earnestly the question of college. It might be well for them to think of the question, "What is college for?" If it is thought of solely as an investment of time and money which will guarantee a better-paying job, financial security, and social position in the community, I feel that the major purpose of college training has been missed completely. Dr. Nathan N. Pusey, president of Harvard University, has defined a college as a place where "a person may find himself as an individual and lose himself in interests, causes, and ideas larger and more enduring than he." College training is of course an entrance requirement for such service professions as medicine, law, engineering, teaching, and the ministry. But in a larger sense it is for the individual who wishes to live richly, responsibly, and to help create in his small way a better world. With these things in mind we come then to the problem in a particular family where mother and dad and teenager are debating the question of college. It is not given to any of us to foresee the future with perfect clarity and accuracy. However, I feel that the answers to the following



**Should your son or daughter go to college? The author, a high school principal, provides guidance in answering this question.**

seven questions will give parents and teen-agers an excellent basis for judging a young person's probable success in college.

curricular activities are likely to be happier and better adjusted on the campus than those who merely attend classes.

1. *What was the student's rank in his high school class?* Most colleges are interested principally in those who rank in the upper third, and regard, from their experience, as a poor risk those who do not rank at least in the upper half of their graduating class.
2. *What was his score on the Ohio Psychological Test or some comparable college aptitude test?* Experience indicates that those who fail to score above percentile fifty will find college work exceedingly difficult.
3. *What is his reading ability?* Unquestionably the most important single tool for advanced study is the ability to read college-level material at the rate of approximately four hundred words per minute with good comprehension.
4. *What is his ability in quantitative reasoning?* This is the kind of ability needed in mathematic courses and in other problems which require solution by logical deduction. Success in high school in algebra, geometry, and the laboratory sciences will give the best clue to this type of reasoning ability.
5. *Is he able to write and speak clear, grammatical English?* College work in all subjects will be graded closely for clarity and accuracy of expression. An answer which is not clear or not specifically to the point will not be acceptable in college.
6. *What are his study habits?* The college student may expect to be thrown on his own to a much greater extent than he has been used to in high school. It will be necessary for him to work out a regular study time schedule and adhere to it. Seriousness of purpose, determination to succeed, and the self-discipline which is the mark of maturity are absolutely essential for success in college.
7. *Was he active in some of the extracurricular activities in the high school?* Participation in literary, music, dramatic, athletic, or student government activities in the high school is in itself no criterion for success in college. However, colleges rightly feel that students who participate moderately in worthwhile extra-

The answers to some of these questions will be obvious to the family considering the possibility of college for their son or daughter. The answers to others, however, will require the advice of those members of your high school faculty who know your child best. Parents should not hesitate to confer with high school advisers, counselors, and administrators who will be happy to give professional advice based on their knowledge of the student and his record.

A generation ago most colleges were not particularly crowded and were quite willing to accept virtually any student who presented a high school diploma and the money for tuition and other fees. Many parents who have prospered in our expanding economy remember this situation and have the mistaken feeling that admission to college will be no problem since they can well afford to pay. They forget that greater prosperity has enabled more and more parents to afford college for their children, that the war boom babies of the early 1940's are now teen-agers clamoring for admission to college, and that more scholarships and loan funds are available each year to assist deserving pupils from lower income families. In 1934 only 13 per cent of college-age young people entered college. Today at least 30 per cent will enter and considerably more will apply for admission. Our more than twenty-one hundred colleges and junior colleges become more crowded each year, and consequently become more and more selective of the students whom they admit. Admission to college is becoming each year a more serious problem, one which cannot be left to chance or until the senior year of high school.

This raises another question which parents frequently ask, "How early should we look ahead to college and begin to make necessary preparations?" From a financial point of view, savings started while the child is very young and added to regularly through the years will be of great assistance when the time comes to enter college. From an academic point of view, however, my advice to parents has always been to begin considering college very seriously, and, if possible, a specific college, at least upon the pupil's entrance to the ninth grade. The reason for this, of course, is in order to plan for the pupil's high school curriculum so that he is certain to meet the entrance requirements of the college in which he is interested. Specific entrance requirements to vari-



us colleges differ in some details but in general a high school student who wishes to pursue a college preparatory course in high school should include the following in his high school curriculum:

*English*—at least three years, including English Literature or Advanced Composition if they are available in his high school.

*Social Studies*—at least three years.

*Mathematics*—at least two years, including Plane Geometry.

*Laboratory Sciences*—at least two years.

*Foreign Language*—at least two years.

In addition to these twelve high school units the student will have four or five elective units which will enable him to meet the specific requirements of a particular college. In addition to these it would seem to me wise for every college-bound high school student to master the fundamentals of typewriting. This skill will save him countless hours at college and will enable him to hand in neater and more readable papers which should add important points to his course averages in college. I cannot stress too much the importance of finding out as early as possible these specific entrance requirements of the particular college or colleges in which you are interested. Most high school guidance offices have an up-to-date library of college catalogs, but if these are not available to you, a note to the registrar of any college will bring a college catalog by return mail.

I hope I have not implied that the cost of a college education is no great problem. While it is true that many families can easily afford to send their children to college, I know that in many thousands of other homes parents and children are figuring very closely to see whether they can afford the cost of a college education. The cost of higher education is great and has been mounting in recent years along with all other costs in our spiral of inflation. Costs do vary considerably among the colleges but in general the family should figure on about \$1,000 per year plus tuition if the student is to live away from home and a somewhat lesser amount if the student is to remain at home. Parents and teen-agers should read carefully college catalogs and talk with their high school counselors about the availability of scholarship aid. Forty times as many dollars are available annually today as were available in 1920. The general scholarships find many applicants and are awarded in a highly selective manner, usually on the basis of ability plus need. In addition, there are many specialized scholarships, some for excellence in a particular field such as music, dramatics, and athletics. Others are based on a particular prerequisite such as the applicant's nationality, religion, place of residence, or the occupation or military status of his parent. A considerable number of these limited or specialized scholarships are unclaimed each year and

it is quite possible that you might find an investigation of the possibilities worthwhile.

One further question remains for consideration, namely, "Which college or what kind of college should we consider?" Should it be a large or small private college, should it be a denominational college affiliated with your church, should it be a state university, or perhaps a municipal junior college? Should it be very close to home or a considerable distance away? These important decisions should not be based on what college dad happened to attend a generation ago or how many football games the college happened to win last year. Careful consideration should be given rather to such factors as:

1. *The personality and maturity of the prospective student.* A young person who has not as yet developed a considerable amount of self-reliance and self-confidence should probably avoid the large university away from home at least during the Freshman year.
2. *The ability of the family to finance the cost of college.* Costs do vary among the colleges. In my judgment, a college should be selected in which the student will not have to take a part-time job, at least during the Freshman year, in order to help defray expenses. Competition in college will be considerably stiffer than the student has found it in high school and he will

*(Continued on page 28)*

photo by Luoma



Mastery of certain skills are an invaluable aid to the college-bound pupil. Typewriting is one skill that provides dividends in the form of neater, more readable, and acceptable papers.



# Lo! The Winter Is Past

How one mother and father overcame the loss of a daughter.

I was no longer silent and lonely. My heart was no longer stone cold but was aglow with warm love.

As I walked toward the church this morning, I did not feel that all the eyes that were upon me were filled with pity. Instead they were full of wonder and surprise as though they didn't quite know what to think of the new event.

The frail hand of my new daughter fit snugly into my no-longer-clammy hand. As the warm sun shone through the stained glass window upon us, I allowed myself to go over the events of the past year for the last time.

There had been another happy day. I had interrupted my housework many times to take a proud glance at my young daughter as she played happily in the front yard. She was barely six. I supposed she would soon be playing doctor, but for now she was a busy church school teacher.

The dolls were not co-operating very well, and little Nan had to stop her story to put Andy back on his chair. This interruption was put in her prayer a short time later: "Please God help Andy to understand what he is supposed to."

The next glance showed that the dolls were not singing very well either. Teacher Nan had asked Raggedy Ann to come up in front to show the class how the song went. The dolls' legs had turned to cotton, and the teacher had a helping arm around the singer's waist. Smiling, I left the window to attend to the other part of the house. Returning a short time

later to see how the class was progressing, I was mildly surprised to see the dolls behaving in spite of the fact that their teacher was out of sight.

From window to window I went in search of her. It was unlike Nan to leave the yard without permission. The minutes passed, but no Nan could be seen in the yard, up the street, nor down the alley. Suddenly, panic struck me like a cold, wet sheet. Something had happened to Nan! Within the hour the men in town were looking in every ditch, in every cellar, under every old barrel.

The neighbors were very sympathetic. They prepared hot food for the searching party. They said kind things to me, but their sympathy fell flat before it reached my ears.

I moved in a dark cold shadow for days until the day someone dug up a bit of flesh and a little girl's clothing, at which time I retired behind the big oak door and drawn curtains.

Passers-by stopped, wiped their eyes, and said, "how sad!" Drivers pointed out the house to the other passengers in the car. My life became darker and darker. My heart grew colder and colder, and my neighbors pitied me more and more.

Then it happened, as though an answer to prayer. No, not my prayer. I had long ago given up trying to talk or to listen to God or anyone else. It was an answer to my husband's prayer, whose burdens had been made heavier by my mourning.

My husband had tried to read to

me as I sat in the darkest corner of the room. The paper told of the hundreds of Korean children being abandoned because of the war. He paused, then referring to the work of his missionary cousin, he said: "Jim will soon be driven out of China. What will happen to the children he has been taking care of?" I cried, "There are no better than little Nan." In despair he arose and left the room.

I sat for a long time in the dark room. Finally, I dragged my tired body to the bedroom door. Silently pushing the bedroom door open, I saw my husband on his knees. The tears were running down his face and over his hands. "Dear God," he cried, "please help her to understand what she ought to understand."

The very words I had heard my daughter say as she prayed for her dolls! The world went round and round, and the floors came up and I went down. All the fears, the hate, the self-pity that had been built up inside of me these past months tumbled out in hysterical sobbing.

I realized that God could do more with me than he could with Nan's dolls. The dolls had no soul, and I had locked mine up, and had hidden it so well that it couldn't be found.

Yes, it was as though an answer to prayer, my husband's many prayers, that a cablegram came shortly after from Jim. Things were bad in China. The Cues had been killed. I recalled attending the wedding of the Cues, and how his parents were present even though they had been so hurt by



by Mrs. Bruce Nichols

...s becoming a Christian, and how  
...r parents had completely dis-  
...rned her for marrying a Chinese.  
...y heart went out to the child  
...ey left behind until my husband  
...id Jim was sending her to us  
...ll he could get away.  
My heart turned on her. What  
...ght had he to expect me to take  
...child into my home which would  
...ly remind me of my own dear  
...an.  
It was with mixed emotions that  
...prepared for our guest.  
Then the day came. I was as  
...eak as Raggedy Ann had been.  
...spotted her right away. The  
...hall thin Chinese girl was lead-  
...g a middle-aged blind American  
...oman who, I was to learn later,  
...as like many others, the victim  
...those who finally caused them to  
...ee.  
As we met, the child's eager eyes  
...lled and tears flowed. I found  
...yself taking her in my arms and  
...etting our tears mix.  
'When the tears had dried, I  
...sked why she had cried. In poor  
...nglish she explained that her  
...om and dad had gone to heaven  
...there people who loved God went.  
...er playmates had said America  
...as just like heaven, and she had  
...oped to find her parents waiting  
...or her when she docked.  
We sat in God's house now, a  
...nother whose child had been taken  
...ecause of the warped mind of a  
...man, and a child whose parents  
...ad been taken because of the  
...warped minds of men and nations.  
Amidst the unfriendly glances  
...t the child with the slanting eyes,  
...knew we were bound together as  
...family through the love of our  
...eavenly Father.







by  
Doris Clore Demaree

Dressing myself can be such fun  
If I can figure just how it's done  
Pull on the string and twist it, too  
That isn't right, but how must  
I do?

A  
G



Here comes my brother. He's a  
man!  
He can tie shoes—I know that he  
can.  
He does it right and with a smile  
He laughs and talks to me all the  
while.



photos by Lindner of A. Devaney, Inc.

Now hold quite still," he says  
to me.  
Eat this cracker and we'll soon  
see  
combing your hair is easy, too."  
He says that to me and I'm telling  
you.



# Other Fun

Others, you see can be such fun!  
He laughs, and he talks while the  
work is done,  
tickles me under the chin, and  
then  
tickles me under the chin again!





# Worship in the family

## with children

### To Use with Younger Children

#### New Life in Spring

##### A Word to Parents

The materials on this page and on the next two pages are for your use in moments of worship with your children. If you have a family worship service daily in your home, some of the materials here may be used at that time. If you use *The Secret Place*, you may find that some of these materials fit into the meditations in that booklet.

##### Theme for March

### I Think About Easter

##### A Bible Verse

He has made everything beautiful in its time.

—Ecclesiastes 3:11.

Last fall, David and Donna had helped Mother put the garden to bed for the winter. They had planted things that looked like onions—bulbs, Mother called them—and patted the dirt over them carefully.

All during the dark cold days of winter, the garden looked bare and dead. Not a flower bloomed. Nothing grew. Not a bird sang.

Then the days began to grow brighter and warmer. The snow melted. The air was balmy.

One day David and Donna were playing in the yard. Donna ran across the garden. She saw some green spikes pushing up through the ground. She stooped down to look closer. David came and he, too, saw the spikes.

"What are they?" Donna asked.

"I don't know. Let's ask Mother," David answered.

Mother came to the children.

"What is it?" she asked.

"Look at the garden," the children said, hopping around in excitement. "Look here!"

Mother looked. "Oh," she said

happily, "this is where we planted the bulbs. They are growing now. Each day these spikes will grow taller. After a while there will be buds, then flowers." Mother put one arm around David, and the other around Donna. "We will watch them every day to see how they grow."

"Why do they?" David asked.

"Because God planned for bulbs to grow that way," Mother said.

Each day the children looked at the garden. The spikes grew just as Mother had said they would. One day there were small green buds.

"The buds soon will bloom now," Mother said.

"Why do they bloom now?" Donna asked.

"All the world is waking up after its long winter sleep," Mother said. "God planned for the new life in spring to be beautiful."

One day all the bulbs seemed to bloom at once. David and Donna stood quiet in wonder at the sight.

"It is God's good plan," Mother said softly.

—Gedde Harmon



# To Use with Older Children

## Life After Death

### Blue Sky, Soft and Clear

A. R. Minter; alt.

*Joyfully*

Bohemian Folk Song

1. Blue sky, soft and clear, Bird songs, far and near;  
 2. Blue sky, soft and clear, Bird songs, far and near;  
 3. Blue sky, soft and clear, Bird songs, far and near;

*cresc.*  
 Gay lit - tle blades of grass Nod as the chil - dren pass,  
 Lift up your shin - ing head, Flower that we thought was dead,  
 God gives the sun and rain, God brings back life a - gain,

*p*  
 Spring - time is here, Spring - time is here!  
 Spring - time is here, Spring - time is here!  
 Spring - time is here, Spring - time is here!

SONG AND PLAY FOR CHILDREN by Danielson and Conant. Copyright 1953, in renewal 1953, The Pilgrim Press. Used by permission.

Easter is a happy time of year. It is a time when the new life in nature is bursting forth all about. It is a time of beauty. It is a time when birds sing and flowers bloom and skies are blue. Sometimes Easter is a time when we think only of Easter eggs or new clothes or of holiday trips. Sometimes it is a sad time when we think of the death of persons we know and of those we love, and of the life after death. Easter should be a time when we remember the kind, loving ways of Jesus, and his death and resurrection.

It is natural for boys and girls to have questions about death. A person dies, or a person they may not know, or it may be that a neighbor dies; or a grandparent,

or a member of one's family. They wonder why it happened, how it happened, where the pet or the person has gone. The whole thing seems like a mystery!

Some children are afraid of death. Because it seems such a mystery, and because they cannot understand it, it seems terrible.

No one understands all about death or the life after death. However, there are ways to learn about it. Books tell us some things. One book that boys and girls can read for themselves is *Tell Me About Heaven*, by Mary Alice Jones (Rand McNally, 1956, 72 pages, \$2.50). In the book many incidents occur that cause Bobby to ask questions about heaven. "Where is heaven?" "What is heaven like?" "Why do people

die?" "Can bad people go to heaven?" "What do people do in heaven?"

Bobby's mother and father talk with him. They explain things the best they can. They try to help him find satisfactory answers to his questions.

The Bible tells us some things about death. We cannot open the Bible to one certain page, and there learn about death. It is not as simple as opening an encyclopedia and learning about electricity. But we can read in the Bible about God's love and care for us. If he makes such good plans for our life, we can trust him to make good plans for us after our life on this earth is over. We can trust him to plan for heaven to be as well suited to our needs as earth has been.

The psalmist, planning for the good of his sheep, led them to good food and water. As he cared for them, he thought of God, and of questions in his mind. One was the question of death. We can read his poem in the Bible:

The LORD is my shepherd, I shall not want;  
 he makes me lie down in green pastures.  
 He leads me beside still waters;  
 he restores my soul.  
 He leads me in paths of righteousness  
 for his name's sake.

Even though I walk through the valley of the shadow of death,  
 I fear no evil;  
 for thou art with me;  
 thy rod and thy staff,  
 they comfort me.

Thou preparest a table before me  
 in the presence of my enemies;  
 thou anointest my head with oil,  
 my cup overflows.  
 Surely goodness and mercy shall follow me  
 all the days of my life;  
 and I shall dwell in the house of  
 the LORD  
 for ever.

—Psalm 23.



# For Family Worship

## Worship Center:

A worship center to set the theme for this month will prove to be easy to arrange, and will bring a sense of joy as well as beauty into your home. A few blossoms, a branch or two of flowering shrub, lacy baby leaves uncurling from a brown branch may be used. Add a Bible, open to the Call to Worship. An Easter picture—perhaps a copy of one used by one of your children in his church school class—will be all that is needed.

You may use the Easter service printed on page 10 of the primary pupil's book for year three, spring quarter, or use the suggestions below.

**Call to Worship:** But the angel said to the women, "Do not be afraid; for I know that you seek Jesus who was crucified. He is not here; for he has risen." —Matthew 28:5-6.

**Poem:** Use one of the poems on this page or choose between "Easter Joy," primary pupil's book, year one, spring, page 9; "The Meaning of Easter," junior pupil's book, year two, spring, page 3; "Brothers of All the World," junior pupil's book, year three, spring, page 7.

**Song:** Use the one printed on page 19 or choose between "All Things Bright and Beautiful," primary pupil's book, year two, spring, page 6; "All Glory, Laud, and Honor," primary pupil's book, year three, spring, page 6; "Christ the Lord Is Risen Today," junior pupil's book, year two, spring, page 6.

## At Easter

It's Easter and the Spring has come,  
And all the world is fresh and new.

We think of Jesus on this day,  
We think of him in a special way,  
The gentle things he used to say,  
The loving things he used to do.

When Springtime came to Nazareth,  
With quiet steps he used to move,  
And see the sunlight shining clear,  
And flowers growing far and near;  
So when it's Easter every year,  
We think of him with special love.

—Nancy Byrd Turner<sup>1</sup>

## He Is Risen

I say to all men, far and near,  
That He is risen today;  
That He is with us, now and here,  
And evermore shall stay.

And what I say, let each this morn  
Go tell it to his friend,  
That soon in every place shall dawn  
His kingdom without end.

—Georg F. P. von Hardenberg<sup>2</sup>

**Story:** Choose one of the following: "A Glad Morning," primary pupil's book, year one, spring, page 7; "Two Friends Hear Glad News," primary pupil's book, year two, spring, page 7; "Jesus' Friends Are Sad," and "Jesus' Friends Are Made Glad," primary pupil's book, year three, spring, pages 7 and 9; "On the Way to Emmaus," junior pupil's book, year one, spring, page 3; "A Part of God's Plan," junior pupil's book, year two, page 7; junior pupil's book, year three, spring, "Jesus Faces Danger," page 3, "Another Procession in Jerusalem," page 8, "He Is Risen," page 11.

**Song:** Choose another hymn from the suggested list above.

**Meditation:** Plan your own meditation based upon the Call to Worship or upon the story told, or use "Jesus Gives His Life," junior pupil's book, year two, spring, page 4, including "Some Important Questions," on page 5.

**Prayer:** Pray your own prayer, voicing your own thoughts and feelings about this important Christian festival, or use the prayer given here: Dear God, our Father, and the Father of Jesus, we thank you for Easter. We are glad for the life Jesus lived on earth. We like to remember his kind, loving ways. We are glad, too, that his death and resurrection make us sure of our own life after death. Thank you for the beauty of new life in spring. Help us to share the joy of this happy season by trying to live as Jesus taught. In his name we pray. Amen.

## Palm Sunday

On a joyous Sabbath day,  
Long ago, and far away,  
Our Lord Jesus rode along  
A palm-strewn pathway, sweet with song.  
Happy children gathered there,  
Clear Hosannas filled the air—  
Welcoming with one accord,  
Christ the King, the blessed Lord!  
While the world is bright with spring,  
May we, too, Hosannas sing  
To the Lord of Life and Love—  
King of Earth and Heaven above—  
Bidding Him to enter in,  
Free our hearts from every sin!  
Giving thanks, on this glad day,  
That Lord Jesus lives alway.

—Mary Peacock<sup>2</sup>

## Prayer

Lord of all life, on Easter Day,  
With thanks and praise and love we pray.  
"He is risen!" We'll gladly share  
The news with all men everywhere.

—Jessie B. Carlson

<sup>1</sup>From *Story World*. Copyright, 1948, by The American Baptist Publication Society. Used by permission.

<sup>2</sup>From *Juniors*. Copyright, 1950 and 1952, by The American Baptist Publication Society. Used by permission.



# THE BROKEN PLATTER

by Grace W. McGavran

Sally and Jean were making candy. Sally's mother was out for the afternoon and Jean had come over to play.

"We need a big plate to put it on," said Jean.

"Here's one!" Sally went to the cupboard and took out a platter. She set it on the table.

Richard happened through the kitchen. "Hey! What are you doing with that platter?"

"We're going to pour out the candy on it in just a few minutes," said Sally.

"You'd better get something different. That's from Mom's best set and it cost ten dollars. Real money!"

"You mind your own business, Richard," said Sally.

Richard shrugged his shoulders and went off.

It wasn't two minutes later that the platter slipped out of Jean's fingers and smashed to pieces on the floor.

"We could bury the pieces in a hole and maybe your mother wouldn't notice that it's gone," said Jean, looking very frightened.

"No," said Sally, looking very stressed herself, "we always tell

her when we've broken something."

They finished the candy in silence. Jean went home early.

Sally put the pieces of the platter in the trash can.

When her mother came home Sally went straight to her. "Mom, I took your best platter to put candy in, and we smashed it."

"Oh, Sally, no!" said Mrs. Smith. "Your Aunt Dolly gave it to me just last Christmas and she's coming to visit next month!" Then she put her arm around Sally. "I'm glad you told me, though." She sighed. "I do hope Aunt Dolly won't notice it's gone," she said. "She has so little money and she saved and saved to get it for me."

"Can't we get another one?" asked Sally in a small voice.

"I just can't ask your dad for ten dollars right now. He's had some very heavy expenses and we've got to spend just as little as possible for a while," said her mother.

Sally went off to think. Then she went next door to talk to Mrs. Lester. Mrs. Lester was her friend. Sally told her just what

had happened. "Dick told me not to use the platter," she said, "and I went right on. Do you think I could earn ten dollars to buy Mom a new one?"

Mrs. Lester looked doubtful. "You're not so big, Sally. There are ever so many small jobs you could do, but you'd have to miss a lot of playtime to earn ten dollars."

"I don't mind," said Sally stoutly.

"Well, I was going to get someone to wash the inside of my windows. The yard man always does the outside. If you do a good job I'll pay you ten cents a window."

Sally set to work at once. She did the best job ever. Mrs. Lester was pleased.

That Saturday Mr. Lester complained, "I need the car washed. And I've strained my arm."

"Why don't you get Sally to do it? She wants to earn money," said Mrs. Lester.

Sally spent Saturday morning, under Mr. Lester's direction, working at the car. He could do some but not much.

When he paid her, Sally took

(Continued on page 28)



# What Really Holds Families Together

One of our basic needs is the sense of belonging, the assurance of being valued and accepted by a group. None can mature as he should without it. The fulfillment of such a need is an indispensable factor in the construction of a wholesome, adequate, integrated, confident personality. Before one can accept or value himself, he must be accepted and valued by others for his own intrinsic worth as a person. The maladjustments of many adults could be traced to the rejections they suffered as children from their peers and families.

The family unit is the first and logical fulfillment of that dynamic need. Family cohesiveness is necessary to mental health. A major contributing factor to juvenile delinquency is the absence of family cohesiveness. The boys and girls we call good come from homes in which there are strong emotional ties, a good "we" feeling. The relationship between father and son, mother and daughter is wholesome, the discipline is wise and firm. The absence of these factors, more than unwholesome living conditions, bad companions, and educational disadvantages, is the major cause of delinquency.

It must be a permissive cohesiveness mingled with judicious firmness. Family togetherness that is constructive and beneficial cannot be built on tyranny, from parent or child. Rights, interests, and differences of each person must be recognized and respected. Family projects should reflect the wishes of all members proportionately. Domination under the guise of cohesiveness defeats the purpose.

What can the family do to strengthen its unity? Will just being together do it? Should mother give up her job and spend all her time with the family? Is television a satisfactory solution? Much depends on what the family does when it is together. The value of TV depends entirely on the type of program viewed and the amount of time devoted to it. There is no doubt that drama depicting violence and crime exerts a deleterious effect on the juvenile mind. It creates a certain callousness and lack of understanding. It suggests similar acts. Such episodes provide the rationalization for antisocial conduct.

It is inadequate to assert that mother should be home taking care of her family instead of working

or socializing. Such assertion simply aggravates the sense of guilt from which she cannot escape because she has to work. When she works just to avoid family responsibility it is questionable that her being home would greatly improve the situation. Her attitude would have to change first from aversion to love. The difficulties of the working mother can be surmounted if wisdom, ingenuity, and love prevail. Parents who over-socialize must somehow come to appreciate and exercise the fine art of selectivity and discrimination among values. No one can do everything he would like to do, and no parent can meet all the demands of a community. He must pick and choose and recognize the greater values of homelife and family security.

THE FAMILY THAT PLAYS TOGETHER STAYS TOGETHER. The writer has most pleasant recollection of long winter evenings spent with the family in the living room around the fire. Sometimes these evenings were devoted to singing or to reading aloud from a book. At other times there were games in which all could participate. The members of another family play musical instruments and have wonderful times playing together as an orchestra. Their musical father took the time to teach each to play a different instrument. Parents can afford to cancel other engagements to participate in such meaningful activity with their children.

Elements in our way of life have pulled us apart as families at this point. Even our schools and churches offend to a certain degree. Too much of our socializing is done with others, outside the family of our own age and station. Our young people need to socialize with their peers, but they also need to have play experiences with their parents and families. Let the family reserve at least one evening a week for itself. Let the family plan outings, trips, picnics, and evenings at the theater together. Today we tend to have our fun vicariously. We simply watch other people having or pretending to have a good time. Summer camps are constructive experiences for young people, but it is doubtful that they should be allowed to take the place of the family vacation.

Creative art is the focal point of interest in

The family that plays together stays together.

by Wayne C. Clark

tain family. Each has his own pursuit and project. While father works with hammer and saw at his bench, son may be sketching a still life, daughter may be sitting at an easel working on an oil portrait of mother, another child may be experimenting with clay on a potter's wheel, and the toddler may be lighting himself in water play with technicolor. They are not doing the same thing, but they are having fun together, and it is a fun that is constructive and creative.

THE FAMILY THAT WORKS TOGETHER STAYS TOGETHER. Modern life may offer some difficulties in this direction, but it is still feasible and desirable for each member of the family early to assume responsibilities in the life and activity of the home. Returning from the Congo, Lowell Thomas, Jr., said that the Pygmies make good parents. A Pygmy father and mother will give their baby all the attention and love it wants until a new baby arrives. When the older child is treated almost as a grownup, he is given duties to perform and has to pull his weight in the family boat. The result, Mr. Thomas asserts, is a very well-adjusted child.

Some of this principle needs to be injected into our complex civilization. A certain TV personality who has a demanding schedule goes to work at 7:00 o'clock in the morning and returns in time for a 6:00 o'clock dinner, five days a week. The family life, however, is not injured by this schedule. The members gear their living to it. They breakfast and dine together. They accept only a few social engagements and retire early. They have their family fun on the week ends. Each member of the family has his assigned duties. One takes care of the grass and snow. Another washes dishes. Another takes care of the laundry. Another does clean-up chores. Each makes his own bed and tidies his room. None is permitted to neglect his responsibilities. The result is a strong sense of unity and worth as persons. Each feels essential to the whole. To do practically everything for a child and expect him to do nothing is to weaken the structure of his personality, his self-confidence, and self-reliance.

The mother of another family realized that she must also undertake certain responsibilities in order



photo by H. Armstrong Roberts

to supplement the father's income. The parents told the children the situation frankly and asked their co-operation. They willingly responded. The older daughter chose to prepare the meals; the son chose to wash the dishes and to do cleaning; the youngest volunteered to get breakfast.

The first day the plan was put into operation the daughter came into the kitchen to find her mother already there. "I thought I was going to get the meals," she observed disappointedly. "You are," the mother replied, "but I thought you needed help." "Perhaps so," continued the daughter, "but if you're here you'll do it all. I want to do it myself." The mother wisely withdrew, but the first meal was a failure. "You just need some directions," comforted the mother. "I'll just write them out for you." The following meals were all one could ask.

In time the enthusiasm of the children waned. Then it was suggested that they change jobs. The son became the cook. He studied foods and diets and prepared balanced meals. He also did the grocery shopping. The result was enjoyable and profitable all the way around. Each gained valuable training, and the family operated as a unit.

THE FAMILY THAT COUNSELS TOGETHER STAYS TOGETHER. This factor is implicit in all that has been stated. Such councils should be held at judicious intervals. Each member is allowed to function as a person and his interests are respected. Suggestions are advanced and weighed for their community value and practicability. There will be times when father or mother will have to render final decisions concerning disputed points, but if the decisions are made



with love and logic the results will be satisfactory.

It is inevitable that conflicts arise among children. Such differences should be thoroughly and frankly talked out in family council. The council will clarify issues and ventilate emotions. Thus many harmful repressions of resentment will be avoided and continuous bickering will be dissolved.

In one home a working father was rearing his two motherless girls. He was succeeding because he followed a wise pattern. First of all he was consistently reliable, even as to the time he said he would be back at home after going to the shopping center. There were no secrets among them. They shared their worries. The girls made no dates without the father's consent. Saturday was always their day to be together. He consulted his daughters on all items

of major expense. The result was a strong sense of family unity and individual worth.

**THE FAMILY THAT PRAYS TOGETHER STAYS TOGETHER.** The family should seek God together. Religious unity is necessary for the truest and best family unity. Some kinds of religious zeal and domination can and do drive the family apart and impart lasting impressions of needless guilt and hostility; but religion that is vital, sincere, loving, and permissive cannot fail to leave a lasting impression for wholesomeness and cohesiveness. The family's deepest unity lies in the spiritual.

Religious unity is achieved primarily through intangibles, the silent imparting of a sincere, profound quality of being. Specifically it can be fostered

## For "What Really Holds Families Together?"

# Study Guide

### Leader's Preparation

Preparation for the meeting should begin well in advance. If films are to be used they must be ordered at least a month before use. Study materials that accompany films should be studied carefully and desired suggestions incorporated in the program.

Individuals chosen to participate should be contacted and their consent secured at least two weeks in advance and suitable background materials placed in their hands. More material than is needed should always be available. A capable person should be secured to operate the projector and the equipment set in place in advance of the hour.

The program could be opened with community singing. Prayer should be offered by a person who is prepared. This is a matter too often neglected. Real thought should be given to the prayer. Suitable scripture could be Luke 2:39-52.

A capable person should be selected ahead of the meeting to take notes on important aspects of the presentation and discussion so that a brief, comprehensive résumé of the conclusions may be given at the close of the session. Good meetings do not just happen; they are planned. It will be well for the leader to meet with all who are taking part in the program several days in advance and go over all phases of the presentation and invite constructive criticism of the plan. Discussion among the leaders will serve to clarify issues and make for a well-slanted meeting.

The leader should study carefully the

questions suggested for discussion, observe the implications indicated, and be prepared to amplify them in order to stimulate reaction. He may wish to mimeograph them for distribution at the meeting.

### The Development of the Meeting

Following the preliminaries (singing, scripture, prayer) the leader should announce the topic of the meeting and its purpose. He should then indicate briefly what is to happen during the program. He may outline the main divisions of the presentation and introduce the participants. He should inform the group that discussion is desired, and distribute the questions for discussion.

During the discussion period he must see that it stays on the topic at hand, and guide wisely and firmly.

Following the discussion the film or filmstrip may be presented.

This should be climaxed by the report of the secretary concerning the salient points brought out in the meeting. The leader may wish to jot them on the blackboard. Opportunity might then be given for the advancement of suggestions as to what may be done by individuals and families in the group to carry out the findings in their respective homes. The group should be led to a frank facing of facts.

### Materials for Content and Discussion

The Family Film entitled "A Chance to Grow" may be used. The rental is \$9.00 and the film runs 30 minutes. It depicts a family uniting to care for the home while the mother, who is a meticulous housekeeper, is in the

hospital. Through the experience the family learns a new sense of unity and mutual appreciation. A sound filmstrip that could be used to good advantage is "At Home With God." It has 70 frames and comes with two 12-inch r.p.m. records. It rents for \$2.50 and is produced by the American Lutheran Board of Parish Education. It is a story of how a family began regular worship at home. A typical worship scene for home use is shown. Both may be secured from the Religious Film Libraries, or through the Department of Visual Aids of the American Baptist Convention, 19 S. LaSalle St., Chicago, Ill., and the Christian Board of Publication, Box 179, St. Louis 66, Missouri.

Questions that may be used to stimulate discussion:

1. Why is it essential for a person to feel he belongs to a group?
2. What alternative does a child usually follow if he feels rejected by the family?
3. What are the greatest causes of disunity in the family?
4. What is the difference between permissive cohesiveness and cohesion by domination?
5. What are various forms of domination?
6. Does the problem of the working mother have to be a serious one?
7. How can the problem be solved?
8. What problems or situations may be even more serious?
9. In what forms of play does your family engage?
10. What are the benefits of family play?
11. What are the harmful and the beneficial aspects of family TV?
12. What can churches do to promote family unity?
13. How does your family distribute and enforce work responsibilities?
14. What is your experience with the family council?
15. How should a family council be set up?

(Continued on page 30)

ough the simple medium of praying together, a  
 ple table blessing, the reading of suitable de-  
 onal material, and the reading of devotional  
 sages from the Bible. There is no substitute for  
 family pew. Even though a child may under-  
 nd but little of the sermon, he may be absorbing  
 subtle inferences of worship togetherness, and  
 ociating spiritual qualities with the loving tender-  
 s of his mother and the strength and authority of  
 father. For this reason parents should go with  
 ir children to church, and they should attend not  
 y Sunday church school classes but also worship  
 vices.

Basically, a family is held together by intangibles;  
 otional and spiritual qualities that none can see,  
 uch, or handle. They are held together by healthy

love and adequate understanding. They are held  
 together by a firm, wise discipline that says, "I  
 care." They are held together by the knowledge  
 that each is contributing to the enduring welfare of  
 the other. They are held together by the frank fac-  
 ing of inter-personal problems and by seeing each  
 other through the hard phases in life. They are held  
 together by a sense of individual and family worth.  
 This is not to imply that the family must always stay  
 together physically to be a good family. The time  
 comes when sons and daughters leave home to es-  
 tablish their own homes, but even so the sense of  
 togetherness does not vanish. It will persist and  
 ripen with the years and become a part of the fabric  
 of the new homes. Thus, it will become an enduring  
 strength.

## BIBLEGRAM

by *Hilda E. Allen*

Guess the words defined below and write them over their  
 umbered dashes. Then transfer each letter to the corre-  
 nderingly numbered square in the pattern. The colored  
 ares indicate word endings.  
 Reading from left to right, the filled pattern will contain  
 selected quotation from the Bible.

Word meaning "nonsense" -----	13 36 67 52 9
Sheds feathers, as a bird -----	40 47 19 58 11
Kind of worm that produces light -----	117 111 101 3
Make a selection -----	26 75 5 33 71 65
Cries like a wolf on a moonlight night -----	64 107 16 29 94
Dog that looks like Lassie -----	66 2 77 24 97 7
Face worn to hide the true face.--	73 88 4 96 76
Large black-striped beast of the jungle -----	12 112 99 84 62
One of the twelve disciples -----	103 43 95 115
Kind of candy that is pulled -----	63 25 34 54 105
Small body of water -----	23 72 89 15
What the sun and moon furnish.--	45 20 49 1 38
Strike with a whip or a lash ----	100 92 61 116
To challenge or dare -----	32 27 91 51
Book of the Bible, also a girl's name -----	102 68 70 35

P A harbor or any place of safety--	83 53 6 93 21
Q Very close-fitting -----	74 56 22 109 87
R Dreamy -----	81 118 78 48 14
S Little girl's favorite toy -----	80 30 8 46
T Sixth day of the week -----	60 69 10 90 55 41
U Very great in numbers or amount	113 85 39 108
V Mournful, or regretful -----	42 28 79 86 82
W Unusually small animals -----	31 44 98 106 59
X Large, ferocious animal of Africa	18 114 104 57
Y Flowers grow from them -----	37 17 110 119 50

(Solution on page 28)

	1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16	17
18	19	20	21	22	23	24	25	26
28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45
46	47	48	49	50	51	52	53	54
56	57	58	59	60	61	62	63	64
66	67	68	69	70	71	72	73	74
75	76	77	78	79	80	81	82	83
84	85	86	87	88	89	90	91	92
94	95	96	97	98	99	100	101	102
103	104	105	106	107	108	109	110	111
112	113	114	115	116	117	118	119	



# When Erin Celebrates

If you will come to our Emerald Isle,  
And be our guests for a little while,  
We'll celebrate with games, fun, and food,  
Irish jokes and jigs will put you in the mood.

Date \_\_\_\_\_ Place \_\_\_\_\_ Hour \_\_\_\_\_

by Loie Brandom

A veritable Emerald Isle setting can be provided by the use of Irish moss, shamrocks, crepe paper streamers, and other greens in the decorations. Green tinted light bulbs will add greatly to the magic of the scene and make the guests feel they have really been transported to the lovely land of the leprechauns.

The host, hostess, and assistants dressed in colorful Irish Pat and Bridget costumes will also add much to the reality of the setting for this attractive party.

As the guests arrive each one, after a hearty Irish welcome by the host and hostess, is handed a pencil and slip of paper on which is written a list of questions which will make it necessary for the players to mingle with the other guests in order to discover the correct answers. The list can be varied for

different localities but would follow the line of these general observations.

I am detective number 21. My name is \_\_\_\_\_ and I submit this report of my investigations.

1. The person with the nicest smile is \_\_\_\_\_
2. A direct descendant of the Emerald Isle is \_\_\_\_\_
3. The person present with the most Irish sounding name is \_\_\_\_\_
4. The guest wearing the most green is \_\_\_\_\_
5. The person having the bluest eyes is \_\_\_\_\_
6. The tallest man at the party is \_\_\_\_\_
7. The person with the deepest dimple is \_\_\_\_\_
8. The guest who can best dance an Irish jig is \_\_\_\_\_

9. The person who tells the funniest Irish joke is \_\_\_\_\_
10. The one who would most like to kiss the Blarney Stone is \_\_\_\_\_

The papers are collected and later a prize goes to the guest having in the opinion of the judges, given the most appropriate answers.

After this splendid mixer introduce this good old Irish game. Seat the players in a circle, alternating the Pats and Biddys (boys and girls). The Pats try to make the Biddys talk, who must leave the game if they (the Biddys) talk or laugh. After five minutes the timekeeper rings a bell and the Biddys left in the circle must try and make the Pats talk or laugh. Whichever side has an of their players left after the other side has been entirely van

ished in this way, wins the me.

**An Irish Potato Tournament.** The boys take part in this while the girls act as rooters for their special favorites. Contesting in couples as many boys can take part as the floor space will allow. Each contestant is handed a stick or wand, on the end of which is stuck a big Irish potato. If the wands are willowy and bend easily the contest is much more exciting. Each boy holds up one of his legs, and, balancing on the other, tries to knock the potato from his opponent's wand. The winner scores if his opponent loses his balance and falls, or if he even so much as touches the other foot to the floor. The winners of the first round are then matched against the other winners until finally only one contestant emerges as the victor and is appropriately awarded the tournament crown.

When the guests have settled again after this last exciting contest, the host may announce that he is sure he can make anyone in the room say NO, and asks for a volunteer to challenge him. There are likely to be several who are convinced they can keep from saying NO. The host selects one of the volunteers and seats him in the center of the room. The host proceeds to tell a funny Irish joke or story (but this is the catch. It must be one he makes up himself, as it would be impossible for anyone to have heard it before). When the story has progressed a little way, the host suddenly stops and to the volunteer says, "Oh, you have heard this story haven't you?" Nine out of ten will answer quickly, "NO, I've never heard it before."

Another equally good "sell" while the guests are quiet is the following: Choose a good-natured fellow from the group and tell him you can hypnotize him and make him so weak he cannot rise from his chair alone. When he is seated, pull your chair in front of him, look straight into his eyes, rub his forehead gently and make swinging motions with your hands before his face while telling him over and over that he is growing

weaker. It is then time to ask him if he can get up alone. As he rises, you rise also, calling attention to the fact that he did not get up alone.

**Shamrocks for Luck.** Fasten a large white handkerchief on the wall, in the center of which has been sewed, or pasted a green shamrock. Let each person in turn be blindfolded, turned around a few times to lose his sense of direction, and then be permitted to try and pin a shamrock of corresponding size over the shamrock on the handkerchief. The degree of success in accomplishing this feat will indicate the amount of success that will come to him. Prizes are awarded the players coming closest to complete success. As many can play at this game at the same time as there are shamrock-centered handkerchiefs on the walls.

**Appropriate prizes for an Irish party** of this kind could be a piggy bank with enough pennies in it to make it rattle, an Irishman's white clay pipe (fine for blowing bubbles), a green tie for a boy, or green handkerchief for a girl, a shamrock-shaped box of green and white mint candies, or a book of Irish jokes.

**Refreshments** may carry out the same color scheme. If the party is a large one, white paper cups filled with lime ice, or pistachio ice-cream, served with shamrock-shaped pieces of white cake frosted with green icing would be attractive refreshments. For a smaller party, sandwiches cut in shamrock shape, potato salad on lettuce leaves, and lemonade would top off the jolly affair in splendid shape. For sure an Irish party will please your guests.



**BEULAH FRANCE, R.N.**

### **Hearthstone's Visiting Nurse**

#### **DENTAL CARE**

Genesis tells of "teeth white with milk." Even then milk was known to help make teeth white and strong. A quart daily of fluid milk or generous portions of non-fat dry, powdered milk mixed with other foods, is important. Undiluted evaporated milk, re-

placing cream, is excellent.

Solomon speaking of attractive teeth said they look "like a flock of shorn ewes that have come up from the washing." Crooked, decayed or lost teeth affect appearance so that they may detract from effective speech.

To neglect them is to ignore God's goodness. Brushed twice daily, and annually cared for by a dentist, teeth can last a lifetime without ever aching.

Milk provides minerals; fruits and vegetables supply vitamins also. "Out of the ground the Lord God made to grow every tree . . ., and good for food." Trees bearing bananas, oranges, lemons, limes, and grapefruit provide daily dental aids. Cod-liver oil gives needed vitamin D.

God gave vegetables: "fruit of the ground." Teeth are nourished by raw cabbage, carrots, cauliflower, asparagus, radishes, tomatoes, rutabaga, rhubarb, spinach, sauerkraut, water cress, green peppers, dandelion- and turnip-greens. Cantaloupes and strawberries are good for teeth too. Keep your teeth strong, straight and healthy.



## The Question of College

(Continued from page 13)

need to devote his entire time and energy toward making a creditable academic record.

3. *The accreditation of the college.* Be very certain that the college is fully accredited by the state department of education and by whatever regional agency handles the accrediting of colleges and secondary schools in that area. Many persons have found later, to their sorrow, that credits earned in one school are not fully accepted when transferred to another school.
4. *The reputation of the college in a particular field.* Some colleges are particularly noted for their school of law, others for their department of journalism, others for their graduate school of education. A student should consider not only the over-all rating of the college but its excellence in the particular field in which he is primarily interested.
5. *The social and moral atmosphere of the campus.* Four important years may be spent in these surroundings. The student comes not alone for

intellectual development but in order that he may grow "in wisdom and in stature and in favor with God and man." Perhaps the best way to get the feel of a college campus is to visit it in advance, to plan to spend at least a full day there, or better, a week end. As you see its various facilities and meet members of the college community you can best decide whether this will be a good environment in which to acquire college training.

In conclusion may I say a final word about the frequently heard criticism of many American college branding them as atheistic, godless, and immoral. There has been in recent years a noticeable religious and moral upturn on virtually all college campuses. Gone are the days when the word "college boy" conjured up a picture of a frivolous, wealthy playboy in a raccoon coat. The influx of veterans on college campuses and the tremendously serious problems which confront the world of today have removed much of the frivolity from the campus and have made it primarily a place of intellectual achievement. The young person who enters college with good physical, mental, social, and moral resources will find the experience an infinitely rewarding one.

## The Broken Platter

(Continued from page 21)

the money to Mrs. Lester. "Could you keep my money for me? I don't want Mom to know about it till I have enough."

Somehow Mrs. Lester seemed to keep hearing about people who needed help. Mrs. Carmela wanted someone to play with little Tony while she did grocery shopping. Mrs. Jones needed help in weeding her flower beds. Mrs. Price couldn't get down to the library and had some books that were due. Could Sally take them?

Sometimes Sally almost gave up. So often people wanted her to do something just when she wanted to play. But she kept at it. The weeks went by. It was almost time for Aunt Dolly's visit. And no more jobs seemed to be at hand. Sally was worried.

She was just settling down to her very most favorite television show when the telephone rang. It was Mrs. Carmela. "Sally? The baby's sick. I must take him to the doctor. Tony is taking his nap. Will you come and sit till I get back?"

Sally felt sick herself. The

Carmelas had no television. But what Mrs. Carmela would pay would make up the ten dollars. And anyway the baby had to go to the doctor. She hurried over.

When Mrs. Carmela got home and paid Sally she ran over to Mrs. Lester's. They counted out the money. Ten dollars!

Sally rushed home. She pushed the money into her mother's hand. "There!" she said, with a beaming smile. "I won't use good dishes again!"

Her mother could hardly believe it. "Sally! Darling child! You didn't have to do it. But how happy I am. Let's go shopping right away!"

When the platter was in its place of honor all ready for Aunt Dolly to view, her mother hugged Sally. "I'm so proud of you, my pet. You never blamed Jean for the accident. Richard told me what happened. You didn't try to cover it up but told me at once. And you took the responsibility for replacing it without my even guessing it! I'm so proud of you I could burst!"

Sally felt happy clear down to the tips of her toes.

## Biblegram Solution

(Biblegram on page 25)

SOLUTION: "How lovely is thy dwelling place, O LORD of hosts! My soul longs, yea, faints for the courts of the LORD; my heart and flesh sing for joy to the living God." (Psalm 84:1-2.)

### The Words

A Hooley  
B Molts  
C Glow  
D Choose  
E Howls  
F Collie  
G False  
H Tiger  
I John  
J Taffy  
K Pond  
L Light  
M Flog  
N Defy  
O Ruth  
P Haven  
Q Tight  
R Moony  
S Doll  
T Friddy  
U Vast  
V Sorry  
W Runts  
X Lion  
Y Seeds



# Family Counselor

I HAVE three children: two sons, four years, and six years. The difficulty concerns the middle child and only boy. He is ordinarily a very affectionate boy, but it seems as though he has always had some personal rebellion of his own which has caused much unacceptable behavior on his part. This has increased during the last six months more or less.

My husband and I, believing that the middle child needs more attention, have tried to give that without being unfair to the other two.

I find I can handle him in his difficult phases usually by talking. If that fails, threat of the "itch" is effective. This rebellion has subsided to a certain extent in the home, but both the neighborhood and the church school provide real battlegrounds. I am convinced the children's rambles are normal, but he is unable to be obedient and will not listen to the mothers and will not listen to them.

In church school he sometimes expresses great affection for his teacher and other times doesn't want to be "touched." His room is about 8 feet by 12 feet, contains a crib and small dresser-toy chest plus sometimes as many as twelve children from two to five years of age. He remains there to cause real trouble during church. I have and am using the book *Child Behavior*, by Frances Ilg and Louise B. Ames, the Gesell Institute (Harper & Brothers, 1955).

Do we need "help" with him, or will things change shortly? He starts to school in September. I have considered at least waiting

to see what his school reactions will be. He is such a sweet fellow. How can I help him and myself?

**A** If you are asking whether or not the situation is so serious that he needs psychiatric help, I doubt whether that is necessary.

Assuming, however, that the picture is basically as you have described it, it would seem that your son is a normal youngster with the normal problems of a four-year-old. It is splendid that you are reading Gesell's book and your letter shows you have real insight into the behavior of children.

You are to be congratulated on your realization that a middle child may have it pretty tough, especially a boy with two sisters! It just may be that, in spite of your effort to give him special attention, he gets the impression, either from you and your husband, or your friends, that a little more is expected of a boy than of a girl. He may be getting this feeling and be rebelling against it.

A four-year-old, too, is still in the process of learning to play cooperatively with others; he is still pretty much self-centered. It is not surprising, then, that at times, he may be a bit possessive and belligerent, especially when he gets with boys. Why not have one or two boys at a time come and play with him? When he and his boy friends are there, you can give

them some guidance in their play so that they will learn to play happily together.

I am interested in your comment that you usually can help him by talking to him about his behavior and am wondering if you have any idea as to why this has not been effective with respect to his rudeness to the neighboring mothers. Sometimes children are rude because they do not know just what to do or say. Sometimes they are rude because they have heard other children being rude. It is helpful to have guests in the home fairly frequently, so that children learn how to be polite to them.

There seems to be nothing abnormal in his behavior with the church school group. In fact, he would seem to be manifesting leadership qualities. Perhaps another helper in the group to look after the older children would help solve the problem. Are there enough activities suggested by the teacher so that if your son doesn't want to paint there is something else for him to do? His behavior may arise out of the fact that he is bored.

Be sure that your son knows that you and your husband love and accept him—and are proud of him. Continue to help him learn how to play happily with his friends. If, when he gets to school, the rebellion seems to increase, get the suggestions of the teacher as to how your family and the school can co-operate in helping him.

*Donald M. Maynard*



## I've Stopped Taking My Family to Church

(Continued from page 5)

I glanced up into my wife's troubled, brown eyes, and she smiled hesitantly.

"Don't you see, dear?" she spoke earnestly. "Once a person begins to backslide by staying away from church, he loses that feeling of close communion with Christ. And after that happens, well, he finds it easier and easier to stay away from church, and soon he stops going to church at all. I'm afraid that might happen to you if you don't start attending church regularly like you used to."

Pulling my wife down onto my lap, I laid a comforting arm about her shoulders. "I know, darling," I said penitently. "And I'm sorry, really sorry. I guess I never stopped to think how much I was grieving the Lord and you—

and even Fran. But I promise you that, with God's help, I'll change things. From now on I'll not just take the two of you to church; I'll go with you, instead. All right?"

My wife's answer was to kiss me joyously.

Before leaving my study in answer to Fran's call, my wife and I prayed that God might forgive our failures and guide us in all our actions, and I solemnly pledged to honor the Lord's Day by attending church services every Sunday.

We didn't tell Fran of my resolution, but the next Sunday I stayed for the worship services at our church. The pastor spoke of how children ought to have the privilege of sharing their religious experience and growth with *both* parents, and it seemed he was speaking directly to me. It made me feel uncomfortable, but it also

made me acutely conscious of how I had been failing my Lord and family by neglecting to attend church with them, and I felt even more determined to fulfill the pledge I had made.

All this happened several months ago and, with God's help, I have been attending church with my family ever since.

And has my life been truly enriched through sharing religious worship with my family?

The answer to that question may be found in the happy song in my heart, in the new look of deep love and respect that shines in the eyes of my loved ones as they sit beside them in church, in the warm fellowship I share with other church members, and in the unspeakable joy I experience in knowing a oneness with Jesus Christ.

Yes, praise God, I've stopped taking my family to church. I go there with them now!

## Study Guide

(Continued from page 24)

16. Who should render final decision in case of a deadlock?
17. How do you set up and use the family altar?
18. How do you worship as a family?
19. What are the advantages and disadvantages of a junior church?
20. When and how should children learn to worship?
21. What are the forces that make for family solidarity?

### Resource Materials

#### Books:

- The Family*, Reuter and Runner, McGraw-Hill Book Co., 1931.
- The Good Housekeeping Marriage Book*, Prentice-Hall, Inc., 1938.
- The Fine Art of Living Together*, Beaven, Harper & Brothers, 1942.
- Making Your Marriage Succeed*, Adams, Harper & Brothers, 1953.
- The Recovery of Family Life*, Trueblood, Harper & Brothers, 1953.

#### Periodicals:

- The New York Times Magazine*, April 4, 1954, p. 54.
- Parents*, Nov., 1954, p. 45.
- Parents*, Feb., 1954, p. 52, p. 92.
- Parents*, Jan., 1957, p. 91.

For above suggestions and others consult your local librarian.



# BOOKS for the hearthside

## For Adults

If you are looking for material for family worship then get a copy of *Worship in Grace*, by Adrian and Grace Radis (Abingdon Press, Nashville, Tenn., 1958, 128 pages, \$2). Each family meditation is based upon family experiences or common events that affect the life of all families. There are four parts under which the meditations are arranged: God's Wonderful World, Home and Family, Character Building, Special Days, and Great Christians. An introduction offers ideas on family worship and the use of the book. A section is also devoted to table graces to be used by children and adults.

This book is written by two parents who are not professional workers in the church. They write out of a deep desire to help families with children as young as six years old to develop family devotional practices that are related to life.

The remaining six volumes of the *Everyman's Theological Library* (Westminster Press, Phila., 1957 and 1958, 128 pages and \$1 each) are available to complete the full set of 12 volumes. The titles are: *The Protestant and Catholic Faiths*, by William Lee Miller; *Understanding the Bible*, by Fred J. Denen; *The Meaning of Christ*, by Herbert Clyde Johnson; *Making Ethical Decisions*, by Howard Clark Kee; *A Faith for the Nations*, by Charles W. Curran; and *Barriers to Belief*, by Herman F. Langford. The subjects indicate the general contents of these helpful little books on the main elements of Christian teaching. They are intended to bring theology into the realm of everyman's experience, since each of them is a theologian at the very moment he tries to think about the meaning of his faith. These little books will help each reader to think and be able to speak a little more clearly about the faith that is in him."

A timely book, as the new waterway to the sea is being opened to the West Coast of America, is *Lights on the St. Lawrence*, edited by Jean L. Gogo (Norton-Ryerson, Idaho and Toronto, Canada, 1958, 303 pages, \$5). The history of this mighty river and of the

dramatic events that have occurred on both sides of its banks through the years are related by different individuals: the explorer, the missionary, the merchant-adventurer, the colonist, the novelist (Dickens), the lumberjack and many others. Here is truth which is more exciting than fiction that the whole family will enjoy in those reading-aloud-times.

## For Young People

In this issue on page 11 the question of college is raised. *Which Way, Judy?* by Dorothy McFadden in collaboration with Marjorie Carnahan (Dodd, Mead & Company, 1958, 209 pages, \$3) is a book dealing with the question of college in relation to church vocation. Judy is undecided as to whether she should go to college. Her experiences as a summer waitress at a religious conference camp prove most enlightening. It is then that she learns of the many varied opportunities of Protestant church vocations. Teen-agers will want to follow her as she goes to college and finally decides upon her mission in life.

Just the book to intrigue teen-agers is *Magic and Magicians* by Bill Severn (David McKay Company, Inc., 1958, 173 pages, \$3). The author writes out of personal interest and experience; growing up with the title "The Boy Magician" and later becoming a professional, specializing in children's entertaining. The book tells of the origin of magic, how tricks made the primitive people believe that real miracles were happening. Biographical sketches of famous magicians are given, including the celebrated Harry Houdini. Especially helpful are the well-drawn illustrations by Yukio Tashiro in the chapter devoted to explanations of famous magic that the reader can learn to perform. Actually the whole family can enjoy this book; Dad and Mom might be especially helpful in assisting with the tricks.

## For Children

A new book for young children is *Hands, Hands, Hands*, by Harriet Van Meter (John Knox Press, unpaginated, \$1.75). The book begins with a brief song: "Hands, hands, hands, Thank you, God, for hands." Each page contains a photograph of a familiar activity of a young child, accompanied by one line of a verse that rhymes. This delightful book with its rhythm and repetition may be used by parents to nurture the spiritual growth of children. It may help them to realize that God has planned for persons to have hands in order to carry out their everyday activities.

Another book that will help to nurture the spiritual growth of young children is *I Think About Jesus*, by Kate Smallwood (Rand McNally and Co., unpaginated, 75 cents). The text tells of Jesus' concern for children, his helpful acts, his love of nature, and how he taught the people about God. The illustrations, by Esther Friend, are of modern-day children who can begin to respond in love to Jesus, the kind and helpful Friend.

Two additions to the "Makers of America" Series have been produced by Abingdon Press: *Roger Williams, Defender of Freedom*, by Cecile Pepin Edwards (1957, 128 pages, \$1.75), and *Andrew Jackson, Fighting Frontiersman*, by Frances Fitzpatrick Wright (1958, 128 pages, \$1.75). Young Roger Williams once said, "I shall fight for freedom as long as I live!" How he made his words come true, the struggles he endured, his exciting adventures in the New World, make a thrilling story for readers who are from eight to twelve. Harve Stein's illustrations help to make the story more fascinating and informative.

Young Andrew Jackson enlisted in the army when he was 13, to fight for his country's freedom and independence. How he continued to fight for the United States—as citizen, lawyer, congressman, senator, and President—is forcefully told. Raymond Abel's illustrations help to make this book an authentic picture of a true maker of America.



# OVER THE BACK FENCE

## Man's Invincible Surmise

The day of resurrection!  
Earth, tell it out abroad  
The Passover of gladness,  
The Passover of God. . . .  
Let all things seen and unseen,  
Their notes of gladness blend,  
For Christ the Lord hath risen,  
Our Joy that hath no end.

These words of John of Damascus, written in the 8th century, re-echo the heart of a conviction that someone has called the "invincible surmise." The entire Christian community throughout the world is singing the same refrain in many different words in these days.

The dictionaries have it that a "surmise" is a thought or idea that is based on scanty evidence. In a sense the resurrection is based on rather scanty evidence so far as quantity is concerned. The direct material in the New Testament dealing with the resurrection of the crucified Lord is not very abundant. Was this the reason (or just what was) that a little book, published a year ago specifically for laymen to introduce them to theology, does not touch the resurrection? It deals with the historic Jesus and his teachings, with the meaning of the cross, and with the incarnation, but only once uses the word "resurrection" except in the quoting of the Nicene creed.

Scanty evidence or not, this nearly 2000-year-old "surmise" is indeed invincible. Every argument that could be conceived has been raised against it. Sometimes it has been severely wounded in the house of its friends. But the soul of man has never consented to let go its hold on the surmise that has become a central conviction.

So with joy and gladness multiplied, millions will gather in their

churches on March 29 to sing again "The Day of Resurrection."

Resurrection—to what? Paul puts it thus, "that we too might walk in newness of life." It is at this point that most of us falter. Few, probably none, of us can claim any large measure of perfection. At the most we can affirm that our lives are headed in the direction, that we do intend that we shall yield ourselves to God leading.

When we fail—what happens? Then it is that the matchless grace of God's forgiveness is offered those who penitently seek to stop their wandering feet once more toward that "newness of life."

So we may still sing, "The Day of Resurrection."

## Help for Hidden Fear

Probably every expectant father and mother, whether looking for their first or umpteenth child, has a hidden fear, most often unexpressed, "Will our baby be normal?" In these days when there is so much talk about nuclear fallout and its effects on unborn generations, this fear is more prevalent than ever.

Public Affairs Pamphlet, No. 272 was prepared to offer help to parents possessed by this hidden fear. Joan Gould in *Will My Baby Be Born Normal?* begins with the assuring word that of 97 out of every 100 babies—"Birth is normal, and normal birth is the rule." Actually, the question still persists in parents' minds, until they know without doubt. Sometimes that knowledge is withheld for extended periods of time.

This pamphlet's main value is not merely the reassurance of the first paragraph, but in the uncommon good sense and scientific guidance it gives when the answer turns out to be the "tragic" one. Reading it will help parents take the first step in "redeeming the tragic." The final paragraph insists "help does exist" for every child, for every problem. Medicine and social science are ready with helping powers.

Of course this pamphlet does not speak of still another Help that is always available. It is for the church to make that Helper known.

# Poetry Page

## The Dogwood Cross

(Serrated on a hospital wall)

Above the door it looms on lofty heights,  
A cross of blossoms joined in serried row,  
Arousing hearts to wing swift pilgrim flights  
To love transmuted from a cross of woe.  
Its glory beckons on the high wall's face  
To bruised and broken man, "Come unto me."  
For all our crosses this cross would embrace,  
So large the Love that suffered on that tree.  
The legend says the dogwood felt accused  
Of crucifying Christ. He eased its gloom  
When twisted boughs and purest love were fused  
To prove a promise sealed in cross-like bloom.  
Our suffering, too, is pruning, growth from loss,  
Until a beauty blossoms from our cross.

—Charline Brown

## The Fur Coat

"Pussy Willow merrily swaying in the breeze,  
Asked a little Snowflake, "Is it cold enough to  
freeze?"  
Teasingly the Snowflake said, "The ice is hardly  
gone,"  
But why should you object to that, you have a fur  
coat on!"

—Polly Perkins

## Hello, March

Hello, March, so windy and wild!

What is the mood that you're bringing today?  
Will you be gentle, and lamb-like mild,  
Or like a lion that's roaring away?

Hello, March, you blustery one!

Whatever the mood that you choose to bring,  
So full of billowy, reckless fun,

We know you are making the way for spring.

—Ellen E. Morrison

## The Fertile Heart

The farmer who would plant his crop  
Must first the soil furrow, knowing  
His precious seed can't germinate  
Until earth's readied for their sowing.

So furrows channeled through the heart,  
By tears outpoured from grief's grim ration,  
Make room where faith-sown seeds may grow  
To bear rich harvest of compassion.

—Ina S. Stovall





January, February,  
March, 1959

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